

The group 4 project

The group 4 project is an interdisciplinary activity in which all Diploma Programme science students must participate. The intention is that students from the different group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the **processes** involved in, rather than the **products of, such an activity**.

In most cases students in a school would be involved in the investigation of the same topic. Where there are large numbers of students, it is possible to divide them into several smaller groups containing representatives from each of the science subjects. Each group may investigate the same topic or different topics—that is, there may be several group 4 projects in the same school.

Students studying environmental systems and societies are not required to undertake the group 4 project.

Summary of the group 4 project

The group 4 project is a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared in line with aim 10—that is, to “develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge”. The project can be practically or theoretically based. Collaboration between schools in different regions is encouraged.

The group 4 project allows students to appreciate the environmental, social and ethical implications of science and technology. It may also allow them to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.

The choice of scientific or technological topic is open but the project should clearly address aims 7, 8 and 10 of the group 4 subject guides.

Ideally, the project should involve students collaborating with those from other group 4 subjects at all stages. To this end, it is not necessary for the topic chosen to have clearly identifiable separate subject components. However, for logistical reasons, some schools may prefer a separate subject “action” phase (see the following “Project stages” section).

Project stages

The 10 hours allocated to the group 4 project, which are part of the teaching time set aside for developing the practical scheme of work, can be divided into three stages: planning, action and evaluation.

Planning

This stage is crucial to the whole exercise and should last about two hours.

- The planning stage could consist of a single session, or two or three shorter ones.
- This stage must involve all group 4 students meeting to “brainstorm” and discuss the central topic, sharing ideas and information.

- The topic can be chosen by the students themselves or selected by the teachers.
- Where large numbers of students are involved, it may be advisable to have more than one mixed subject group.

After selecting a topic or issue, the activities to be carried out must be clearly defined before moving from the planning stage to the action and evaluation stages.

A possible strategy is that students define specific tasks for themselves, either individually or as members of groups, and investigate various aspects of the chosen topic. At this stage, if the project is to be experimentally based, apparatus should be specified so that there is no delay in carrying out the action stage. Contact with other schools, if a joint venture has been agreed, is an important consideration at this time.

Action

This stage should last around six hours and may be carried out over one or two weeks in normal scheduled class time. Alternatively, a whole day could be set aside if, for example, the project involves fieldwork.

- Students should investigate the topic in mixed-subject groups or single subject groups.
- There should be collaboration during the action stage; findings of investigations should be shared with other students within the mixed/single-subject group. During this stage, in any practically based activity, it is important to pay attention to safety, ethical and environmental considerations.

Note: Students studying two group 4 subjects are not required to do two separate action phases.

Evaluation

The emphasis during this stage, for which two hours are probably necessary, is on students sharing their findings, both successes and failures, with other students. How this is achieved can be decided by the teachers, the students or jointly.

- One solution is to devote a morning, afternoon or evening to a symposium where all the students, as individuals or as groups, give brief presentations.
- Alternatively, the presentation could be more informal and take the form of a science fair where students circulate around displays summarizing the activities of each group.

The symposium or science fair could also be attended by parents, members of the school board and the press. This would be especially pertinent if some issue of local importance has been researched. Some of the findings might influence the way the school interacts with its environment or local community.

Addressing aims 7 and 8

Aim 7: “develop and apply 21st century communication skills in the study of science.”

Aim 7 may be partly addressed at the planning stage by using electronic communication within and between schools. It may be that technology (for example, data logging, spreadsheets, databases and so on) will be used in the action phase and certainly in the presentation/evaluation stage (for example, use of digital images, presentation software, websites, digital video and so on).

Aim 8: “become critically aware, as global citizens, of the ethical implications of using science and technology.”

Addressing the international dimension

There are also possibilities in the choice of topic to illustrate the international nature of the scientific endeavour and the increasing cooperation required to tackle global issues involving science and technology. An alternative way to bring an international dimension to the project is to collaborate with a school in another region.

Types of project

While addressing aims 7, 8 and 10 the project must be based on science or its applications. The project may have a hands-on practical action phase or one involving purely theoretical aspects. It could be undertaken in a wide range of ways:

- designing and carrying out a laboratory investigation or fieldwork.
- carrying out a comparative study (experimental or otherwise) in collaboration with another school.
- collating, manipulating and analysing data from other sources, such as scientific journals, environmental organizations, science and technology industries and government reports.
- designing and using a model or simulation.
- contributing to a long-term project organized by the school.

Logistical strategies

The logistical organization of the group 4 project is often a challenge to schools. The following models illustrate possible ways in which the project may be implemented.

Models A, B and C apply within a single school, and model D relates to a project involving collaboration between schools.

Model A: mixed-subject groups and one topic

Schools may adopt mixed-subject groups and choose one common topic. The number of groups will depend on the number of students.

Model B: mixed-subject groups adopting more than one topic

Schools with large numbers of students may choose to do more than one topic.

Model C: single-subject groups

For logistical reasons some schools may opt for single subject groups, with one or more topics in the action phase. This model is less desirable as it does not show the mixed subject collaboration in which many scientists are involved.

Model D: collaboration with another school

The collaborative model is open to any school. To this end, the IB provides an electronic collaboration board on the OCC where schools can post their project ideas and invite collaboration from other schools. This could range from merely sharing evaluations for a common topic to a full-scale collaborative venture at all stages.

For schools with few Diploma Programme students or schools with Diploma Programme course students, it is possible to work with non-Diploma Programme or non-group 4 students or undertake the project once every two years. However, these schools are encouraged to collaborate with another school. This strategy is also recommended for individual students who may not have participated in the project, for example, through illness or because they have transferred to a new school where the project has already taken place.

Timing

The 10 hours that the IB recommends be allocated to the project may be spread over a number of weeks. The distribution of these hours needs to be taken into account when selecting the optimum time to carry out the project. However, it is possible for a group to dedicate a period of time exclusively to project work if all/most other schoolwork is suspended.

Year 1

In the first year, students' experience and skills may be limited and it would be inadvisable to start the project too soon in the course. However, doing the project in the final part of the first year may have the advantage of reducing pressure on students later on. This strategy provides time for solving unexpected problems.

Year 1–Year 2

The planning stage could start, the topic could be decided upon, and provisional discussion in individual subjects could take place at the end of the first year. Students could then use the vacation time to think about how they are going to tackle the project and would be ready to start work early in the second year.

Year 2

Delaying the start of the project until some point in the second year, particularly if left too late, increases pressure on students in many ways: the schedule for finishing the work is much tighter than for the other options; the illness of any student or unexpected problems will present extra difficulties. Nevertheless, this choice does mean students know one another and their teachers by this time, have probably become accustomed to working in a team and will be more experienced in the relevant fields than in the first year.

Combined SL and HL

Where circumstances dictate that the project is only carried out every two years, HL beginners and more experienced SL students can be combined.

Selecting a topic

Students may choose the topic or propose possible topics and the teacher then decides which one is the most viable based on resources, staff availability and so on. Alternatively, the teacher selects the topic or proposes several topics from which students make a choice.

Student selection

Students are likely to display more enthusiasm and feel a greater sense of ownership for a topic that they have chosen themselves. A possible strategy for student selection of a topic, which also includes part of the planning stage, is outlined here. At this point, subject teachers may provide advice on the viability of proposed topics.

- Identify possible topics by using a questionnaire or a survey of students.
- Conduct an initial “brainstorming” session of potential topics or issues.
- Discuss, briefly, two or three topics that seem interesting.
- Select one topic by consensus.
- Students make a list of potential investigations that could be carried out. All students then discuss issues such as possible overlap and collaborative investigations.

A reflective statement written by each student on their involvement in the group 4 project must be included on the coversheet for each internal assessment investigation. See *Handbook of Procedures* for more details.